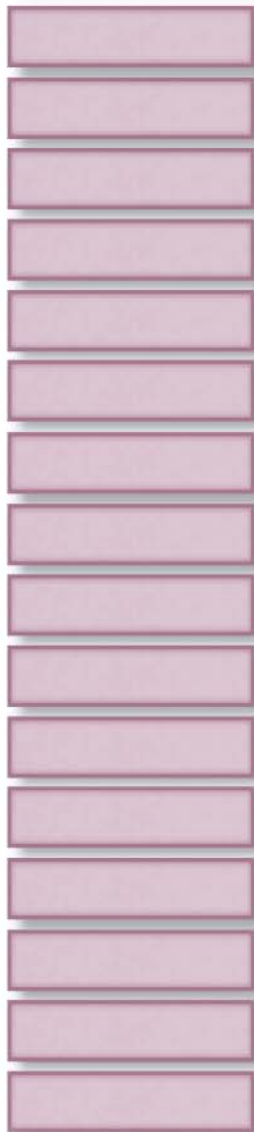


ISTEP+

Grade 3 Item Sampler



Indiana Statewide Testing for Educational Progress

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Dear Colleague:

In this sampler, you will find information designed to guide, direct, and clarify your efforts in preparing for and administering Indiana Statewide Testing for Educational Progress-Plus (*ISTEP+*). We want your students to be prepared to pass *ISTEP+* every time they take the test, and we feel this sampler is an excellent instructional resource.

As a classroom teacher, your knowledge of the Indiana Academic Standards assessed on *ISTEP+* is very important. Your ability to use that knowledge in your instructional strategies with your students and your familiarity with all aspects of test administration are critically important to students' success on the test and with the rest of their coursework. You influence students' choices and futures as well as their academic achievement.

We expect that the information provided in this sampler will help you in your ongoing efforts to educate and motivate your students. Please see the Department of Education's Web site at <http://www.doe.state.in.us/istep> for additional information about Indiana Statewide Testing for Educational Progress-Plus (*ISTEP+*).

Thank you for all you do to prepare students to meet the challenges they will face in this ever-changing and challenging world.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Suellen Reed".

Dr. Suellen Reed
Superintendent of Public Instruction

Introduction

The *Grade 3 Item Sampler* provides information about the *ISTEP+* tests for students, parents, educators, and others affected by the tests. The information in this sampler has been compiled by the Division of School Assessment of the Indiana Department of Education and CTB/McGraw-Hill, the test development contractor for Indiana.

The items in this sampler are intended to provide teachers with specific examples of how the different standards will be measured on the test. These examples can serve as models when teachers are constructing test items for classroom assessment. The sampler is not a practice test. This book includes sample test items (questions) and scoring rubrics for both English/Language Arts and Mathematics that reflect the new Indiana Academic Standards. All items included in this book are samples only and **not** actual items. The scoring rubrics presented for Language Conventions and Writing Applications are the actual rubrics used to score the writing prompts and/or extended-response items for English/Language Arts. All samples are representative of the types of items that students taking the *ISTEP+* examination at Grade 3 will be required to answer.

A condensed version of the Indiana Academic Standards is included in this sampler. These are the skills that all Indiana students are required to know and be able to perform. Complete copies of the Indiana Academic Standards can be obtained from the Department of Education's Web site at <http://www.doe.state.in.us/standards> or directly from the Department of Education.

Frequently Asked Questions

Q. What are the *ISTEP+* assessments for Grades 3, 6, and 8 designed to do?

- A.** These assessments measure students' mastery of the Indiana Academic Standards in English/Language Arts and Mathematics taught in the grade levels **prior** to Grades 3, 6, and 8. They are part of a statewide testing program designed to connect student learning, classroom instruction, school improvement, and educational goals. *ISTEP+* results provide information about the strengths and weaknesses of individual students as well as aggregate data about school, district/corporation, and state performance. The test is designed to permit inferences about student achievement in the critical knowledge and skill areas defined by Indiana's Academic Standards and to evaluate curriculum choices and instructional strategies. It is **not** intended that grade-level curricula be restricted to the content of this test. The required criterion-referenced test consists of two parts: the Basic Skills Assessment (multiple-choice items) and the Applied Skills Assessment (open-ended items). Additional norm-referenced achievement and school ability tests are optional. Your school corporation decides each year to administer all, part, or none of the norm-referenced tests.

Q. What are the Indiana Academic Standards?

- A.** In collaboration with state K–12 educators, the Indiana State Board of Education has adopted world-class standards for each grade level in English/Language Arts and Mathematics. These learning outcomes require that Indiana schools have rigorous curricula aligned with state standards and that students learn the skills and knowledge deemed necessary for successful performances in school, at work, and in the community. *ISTEP+* testing for Grades 3, 6, and 8 is based on the academic standards from **previous** school years. Therefore, testing in Grade 3 measures mastery of Indiana Academic Standards for Grades K–2, Grade 6 measures K–5 standards, and Grade 8 measures K–7 standards. While these standards set expectations for student learning, they do not prescribe how the standards should be taught. Teachers should use their considerable skills, experience, talents, and creative resources to design standards-based classroom instructional activities tailored to meet the individual needs of their students. Copies of the *Teacher's Edition of Indiana's Academic Standards* have been forwarded to all school administrators.

Q. In what ways are *ISTEP+* results linked to state and federal accountability?

- A.** Indiana is required by state and federal law to administer a statewide assessment program that systematically measures student performance and monitors progress toward pre-established goals by all schools. *ISTEP+* results are a primary component for educational accountability under both Public Law 221 (state) and No Child Left Behind (federal). Testing data are also used to inform local decision making and guide Continuous School Improvement initiatives.

Q. How are test items created for this assessment? How does Indiana ensure that the test items are valid and unbiased for our students?

- A.** Since 1987, in conjunction with a test development company (CTB/McGraw-Hill), Indiana educators have collaborated in all steps of the test design and item development process. Indiana teachers help determine how standards and indicators

will be tested by reviewing and approving all reading passages prior to the construction of test items. They review test items to ensure that they are developmentally appropriate for the grade level and that they accurately measure the standards they were designed to assess. After additional reviews by the Citizens Review Committee and the Sensitivity/Bias Committee, items are evaluated on a pilot test form administered to Indiana students. Only items approved through these measures will appear on the actual *ISTEP+* assessments.

Q. How are test items scored?

- A.** Multiple-choice items are scored by computer in Monterey, California. Open-ended or constructed-response items are read and electronically scored in Indianapolis by trained scorers. Scores on these items are based on correct answers as well as on level of understanding and ability to communicate. Rubrics guide scorers in assigning scores on the constructed-response and essay questions. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. If a student gives a response that is not listed as an exemplar but is supported by the text, the student receives credit for the response. Anchor papers are selected for each designated score point of an item. These are used as guides for the scorers in scoring the Applied Skills sections.

Q. How does Indiana ensure that scoring is reliable?

- A.** Potential scorers, who must be college graduates and meet other competitive qualification requirements, are screened carefully during two interviews. Once selected, scorers train for several days with actual student responses from item pilots and must pass a test before they begin to score “live” student responses. The scorers must continue to demonstrate proficiency in following established scoring guidelines throughout their terms of employment. To ensure that grading by all scorers consistently matches the guidelines established in the scoring rubric, the trained scorers are monitored closely by testing supervisors. Each scorer is administered a “checkset” (a set of pre-scored student responses) several times a day that compares his or her grades to those assigned by the supervisor. In addition, the team leader, who works with a team of nine scorers, randomly rescores a percentage of each scorer’s completed items. Finally, 5% of the total responses are rescored daily.

Q. What is the policy regarding rescoring of responses?

- A.** Within a specified window of time, a student’s parent or guardian may request a rescoring of specific items from a student’s test, including the essay. It should be stressed that the scores obtained through the rescoring will be final and that the rescoring may have positive, negative, or no effect on the final score. Scores resulting from rescoring items are unlikely to be more than a few points different from the original score.

Q. What practices are appropriate when *preparing* students for *ISTEP+*?

- A.** It is important that students anticipate the tests with interest rather than with anxiety. They should realize that they are taking achievement tests that yield information

about the skills they have mastered as well as the skills they need to learn. Point out that questions intentionally cover a range of difficulty. The Department of Education's (DOE) policy about test preparation is that **any activity in the school or classroom that creates an excessive focus on the specific test content of *ISTEP+* for the purpose of artificially raising test scores, whether overt or inadvertent, is inappropriate.** The *Indiana Code of Ethical Testing Practices and Procedures* was created to assist in answering specific questions about what constitutes "excessive focus." This document has been distributed to building administrators in all school corporations and may be downloaded from the DOE Web site. For easy reference, the following is a summary of ethical practices.

It is considered **appropriate** to do the following:

- review with all students the skills and concepts, including those unique to English/ Language Arts and Mathematics, taught in previous years (see classroom activities in *Curriculum Frameworks*)
- review *ISTEP+* objectives as part of a general review of curricula
- discuss general test-taking strategies and have students complete the *ISTEP+* practice tests that are included with regular materials at a time suggested by the *ISTEP+ Examiner's Manual*
- talk with students and parents about academic expectations and the importance of setting specific performance goals that enable students to assume responsibility for their learning
- develop instructional objectives based on the Indiana Academic Standards
- use test results as part of a body of evidence in making informed decisions about individuals, educational programs, or curriculum

It is considered **inappropriate** to do the following:

- teach or "cram" *ISTEP+* content (that has not been previously covered) during the time period immediately preceding the examination
- call students' attention to the fact that a similar question will be on the upcoming *ISTEP+*
- review *ISTEP+* related skills and concepts with **only** those students to be tested
- select for review **only** those *ISTEP+* objectives or items on which students performed poorly on previous examinations or focus instructional objectives on specific test items
- copy test items for instructional use or make minor alterations in test items to construct study guides, worksheets, or classroom assessments specifically designed for test preparation purposes
- use current, past, or parallel *ISTEP+* test items as review materials except those authorized for such use by the DOE (the released Applied Skills items found in the *Teacher's Scoring Guides* for Grades 3, 6, and 8)

NOTE: Duplication of any part of the test books constitutes a serious breach of security as some test items may appear in future versions of the test. Exposing

students to test questions before testing invalidates test scores and denies students the opportunity to participate in testing.

Q. What practices are considered inappropriate *during* testing?

- A. • coaching students in any way (verbally or with gestures or facial expressions)
- using any mechanical or technical device during a session **not** approved for such use, except by students for whom such use is an authorized IEP accommodation
 - answering questions about test items or vocabulary
 - reading any portion of the test to students, except when doing so **during a portion other than reading comprehension** is an authorized IEP accommodation
 - allowing noncertified personnel (e.g., aides or parent volunteers) to administer the test

Q. How do I access more information about *ISTEP+* and other test-support resources?

- A. The Department of Education maintains a Web site at <http://www.doe.state.in.us> that provides immediate access to *ISTEP+* information as well as to legislative updates and information about the Indiana Academic Standards, accountability, school improvement, and professional development. The *ISTEP+* Web page, accessible from this site, includes a calendar with upcoming test dates, bulletins with current testing information, and a list of *ISTEP+* support documents that may be downloaded. These documents include the *Guide to Test Interpretation*, the *GQE Item Sampler*, and the *ISTEP+ Program Manual*. **Multiple copies of *ISTEP+* support documents should be ordered through the school's Test Coordinator.**

Questions about assessment not answered in this sampler may be directed to John Moreland (at jmorelan@doe.state.in.us), English/Language Arts consultant, or to Cynthia Roach (at cschwing@doe.state.in.us), Mathematics consultant. The School Assessment Division's telephone number is 317-232-9050, and the toll-free testing hotline is 888-544-7837 (888-54ISTEP).



English/Language Arts

GRADE 2 INDIANA ACADEMIC STANDARDS

- ❑ **READING: Word Recognition, Fluency, and Vocabulary Development**
Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.
- ❑ **READING: Reading Comprehension**
Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. In addition to their regular school reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children's magazines and newspapers, dictionaries and other reference materials, and online information).
- ❑ **READING: Literary Response and Analysis**
Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.
- ❑ **WRITING: Writing Process**
Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.
- ❑ **WRITING: Writing Applications**
Students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4—Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.
- ❑ **WRITING: Written English Language Conventions**
Students write using Standard English conventions appropriate to this grade level.

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at <http://www.doe.state.in.us/standards> contains a complete version of the Indiana Academic Standards, which may be downloaded.

Passages

Bill Cosby

Can you tell stories that make people laugh? Even when he was a boy, Bill Cosby was able to do this. His teachers and friends enjoyed his stories. Bill Cosby still makes people laugh. His tapes and TV shows have made him one of the best liked and most famous people of his time.

In his shows, Bill Cosby often talks about the things he did when he was a boy. He makes common, everyday things that happen sound

funny. He tells stories about playing football in the street and racing go-carts. He talks about his younger brothers, Russell and Robert. He talks about some of the funny things he did, like keeping a snowball in the freezer until summer.

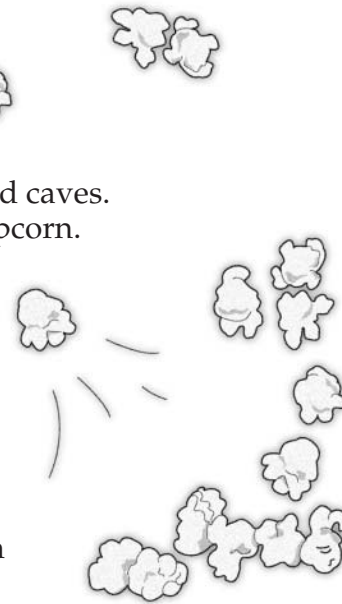
Bill Cosby likes children, and they like him. His stories help everyone remember what it was like to be young.

POPCORN

People have eaten popcorn for a long time. Popcorn seeds have even been found in old, old caves.

Native Americans probably had the first popcorn. They popped the corn in two ways. Some threw it right into the fire. Then the popped corn would fly out at them. Other Native American people heated rocks in the fire. Then they put the seeds of corn on the rocks until the corn popped.

Corn won't pop until it is very hot. Popcorn seeds are wet inside. When the seeds get hot, they pop. Some popcorn pieces are bigger than others. The biggest popped pieces are the best!





Jane's Surprise

Jane needed to make some money. Her brother's birthday was two weeks away. Jane wanted to buy Steve a new basketball.

"I'll wash your car for a dollar," she said to Ms. Wilson.

Ms. Wilson agreed.

After school, Jane walked Mr. and Mrs. Steel's dog.

One weekend, she washed Mr. Morita's store windows.

"You never play anymore," said Steve. "Let's go shoot some baskets." Jane just smiled and kept on working.

Steve's birthday party was on the next Saturday. When he saw the new basketball, he let out a loud yell. "Now I know why you were working so hard!" he said and gave Jane a big hug.

Sample Test Items

Word Recognition, Fluency, and Vocabulary Development

In these items, students use a variety of reading skills to select an appropriate missing word or to determine the meaning of a given word.

For Number 1 only, the teacher reads the directions aloud to the students, as indicated by the brackets.

1 [Listen to this sentence.]

[I went to the movies with my brother.]

[Look at the words. Find the word that has the same *beginning* sound as “brother . . . brother.”]

- ☐ blue
- ☐ friend
- ☐ plate
- ✓ ☐ broom

2 Read this sentence.

Dr. Smith waved to us when he rode by.

What does Dr. mean?

- ☐ Dear
- ✓ ☐ Doctor
- ☐ Dollar
- ☐ Drive

3 Read this sentence.

There were three _____ and a cat in the cartoon.

Which word BEST completes the sentence?

- ☐ mouse
- ☐ mouses
- ✓ ☐ mice
- ☐ mices

4 Read these sentences.

Always count your _____ when you buy something.
It is sometimes hard to _____ a habit.

Which word correctly completes BOTH sentences?

- ☐ money
- ☐ stop
- ☐ break
- ✓ ☐ change

5 Read this sentence.

Kris laid the plates gently on the table.

The word that means the OPPOSITE of gently is

- ✓ ☐ roughly
- ☐ quickly
- ☐ smoothly

Reading Comprehension

To assess their understanding of what they read, students are asked to identify the main idea and select supporting details of a text, to recognize cause-and-effect relationships, and to describe how text is organized. Students also use graphic elements such as maps, charts, and signs to derive and interpret information.

Use the Table of Contents to answer Number 6.

Table of Contents

Chapter 1 When the Earth Shakes

Chapter 2 What Makes Weather?

Chapter 3 Under the Sea Floor

Chapter 4 How Do Waves Work?

6 In which chapter could you read about rain and clouds?

- ☐ Chapter 1
- ☒ Chapter 2
- ☐ Chapter 3
- ☐ Chapter 4

Number 7 is based on "Bill Cosby," found on page 12.

7 In the story, what funny thing did Bill Cosby do when he was a boy?

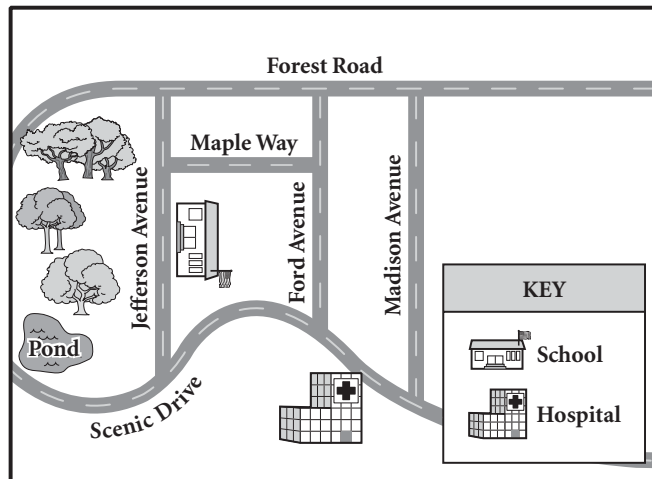
- ☒ froze a snowball
- ☐ made tapes
- ☐ had a TV show
- ☐ played with his brothers

Number 8 is based on "Popcorn," found on page 12.

8 In the story, the BEST popcorn is the

- ☐ oldest
- ✓ ☒ biggest
- ☐ loudest
- ☐ hottest

Use this map to answer Number 9.



9 Look at the map. The school is on

- ☐ Maple Way
- ☐ Ford Avenue
- ☐ Scenic Drive
- ✓ ☒ Jefferson Avenue

Literary Response and Analysis

Basic understanding of literature includes the ability to identify and discuss such essential elements of a story as the setting (where and when the story takes place), who the characters are and why they act as they do, and the story's plot or story line.

More thorough comprehension is assessed by asking students to predict what will happen next, based on what they have already read, and by asking them to identify the theme or central idea of a literary work.

Numbers 10 through 13 are based on "Jane's Surprise," found on page 13.

10 Where does this story take place?

- ☒ in Jane's neighborhood
- ☐ on a basketball court
- ☐ at a car wash
- ☐ at a pet store

11 In the story, why did Jane work so hard?

- ☐ to get a dog
- ☒ to buy a basketball
- ☐ to have clean windows
- ☐ to see a basketball game

12 In the story, how were Mr. Morita and Ms. Wilson alike?

- ☒ They both paid Jane.
- ☐ They both knew Steve.
- ☐ They both had dogs.
- ☐ They both owned stores.

13 What will MOST LIKELY happen next in the story?

- ☐ Steve and Jane will argue.
- ☐ Everyone will sing "Happy Birthday" to Jane.
- ☐ Jane will wash Ms. Wilson's car again.
- ☒ Jane and Steve will play basketball.

Writing Process

Specific skills within the Writing Process are assessed by multiple-choice items as well as by the writing prompt. Such skills include the students' abilities to organize their ideas in paragraph form and to use reference and research materials.

- 14** Choose the sentence that BEST completes the following paragraph.

Winter is fun because there are so many things to do.
When it is very cold, we can go ice-skating on the lake.
_____. We can even make snowballs.

- ☐ We like the month of January best.
- ✓ ☐ When it snows, we can go sledding.
- ☐ We can go swimming in the ocean.
- ☐ When summer is here, we never have snow.

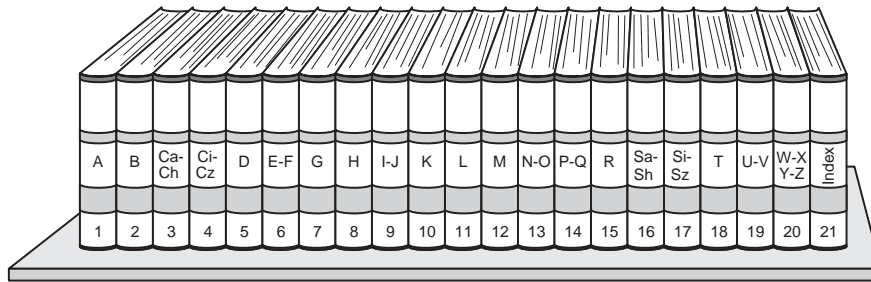
Use this page from a telephone book to answer Number 15.

Hill Ray E – 303 Pepper Dr	555-2340
Hill Ray W – 101 South	555-2830
Holy Trinity Church – 801 Elm Av	555-5428
Hong Kong Garden – 212 Main Street	555-2704
Hong Ty A – 1251 Long Rd	555-2513
Huerta Angie – 135-6 th	555-2138
Huerta Edmundo – 40155 Walnut Av	555-2829
Huerta John – 233-5 th	555-2348
Hurley Woodrow – 325-6 th	555-5811

- 15** What is the address of the Hong Kong Garden restaurant?

- ✓ ☐ 212 Main Street
- ☐ 233-5th
- ☐ 1251 Long Road
- ☐ 325-6th

Use this picture of an encyclopedia set to answer Number 16.



16 In which book of the encyclopedia set would you find the MOST information about the United States?

- ☐ Book 4
- ☐ Book 8
- ☒ Book 19
- ☐ Book 20

Writing Applications

Given a prompt, students must organize their ideas and fulfill the writing assignment. Student writing is assessed using the six-point rubric printed on pages 24 through 31. In addition, the students' ability to use Standard English in their writing is assessed using the four-point Language Conventions Rubric on page 23.

The writing prompt describes what ideas students should include in their writing. In Grade 3, the teacher reads aloud to the students all parts of the prompt, including the Pre-Writing Activity and all directions.

The Pre-Writing Activity includes statements or questions that will help the students begin to think about the topic and focus their thoughts on the requirements of the prompt before beginning to write.

17



Rainy Day

Read the information in the box. Then do the writing activity.

What do you like to do on a rainy day? Write a real or make-believe story about the way you would like to spend a rainy day. Your story will be included in your classroom's book of stories.

Pre-Writing Activity


- What would you like to do on a rainy day?
- Where would you like to go on a rainy day?
- Would you like anyone to be with you on a rainy day?
- Be sure your story has a beginning, a middle, and an end.
- Use the boxes on the next page to help you plan your story.
- If you need more paper to plan your writing, ask your teacher.

Once students have thought about the requirements of the task, the graphic organizer helps them organize their ideas logically. The graphic organizer is used only for Grade 3 and is not scored.

Plan your writing.

BEGINNING OF MY STORY
MIDDLE OF MY STORY
END OF MY STORY

The writing icon and Editing Checklist remind students to use correct grammar, spelling, punctuation, and capitalization in their writing. The explanation of the writing icon also indicates to students that their writing will not be scored on their personal opinions.

	Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.
<p style="text-align: center;"><i>Editing Checklist</i></p> <ol style="list-style-type: none">1 Have you started each sentence with a capital letter?2 Have you capitalized names of people and places?3 Have you ended each sentence with the correct punctuation mark?4 Have you spelled all words correctly?5 Does the subject of your sentence agree with the action word (verb)? Examples: <u>Tom</u> <u>plays</u> at the park. <u>They</u> <u>play</u> at the park.6 Have you written complete sentences?	

Language Conventions Rubric

Grades 3–5

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: These rubrics are applied holistically, with no element of the rubric intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Overview

Grades 3–5

Score Level	Ideas and Content
	Does the writing sample
6	<ul style="list-style-type: none"> • stay fully focused? • include thorough and complete ideas?
5	<ul style="list-style-type: none"> • stay focused? • include many relevant ideas?
4	<ul style="list-style-type: none"> • stay mostly focused? • include some relevant ideas?
3	<ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas?
2	<ul style="list-style-type: none"> • exhibit less than minimal focus? • include few relevant ideas?
1	<ul style="list-style-type: none"> • have little or no focus? • include almost no relevant ideas?

NOTE: Chart continues on page 25.

This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Organization	Style
Does the writing sample	Does the writing sample
<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit exceptional word usage? • exhibit writing that is fluent and easy to read? • display a strong sense of audience?
<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit more than adequate word usage? • exhibit writing that is fluent and easy to read? • display a sense of audience?
<ul style="list-style-type: none"> • have order? 	<ul style="list-style-type: none"> • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience?
<ul style="list-style-type: none"> • have some order? 	<ul style="list-style-type: none"> • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience?
<ul style="list-style-type: none"> • have little order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little sense of audience?
<ul style="list-style-type: none"> • have little or no order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience?

Writing Applications Rubric

Grades 3–5

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.

IDEAS AND CONTENT

Does the writing stay fully focused? Does it

- stay on the topic?
- avoid rambling and/or repeating information?

Does the writing sample include thorough and complete ideas? Does it

- include in-depth information and supporting details?
- fully explore many facets of the topic?

ORGANIZATION

Does the writing have clear order? Does it

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?

STYLE

Does the writing sample exhibit exceptional word usage? Does it

- include dynamic words and provide rich details, strong verbs, and/or vivid descriptions?
- demonstrate control of a challenging vocabulary?

Is the writing fluent and easy to read? Does it

- sound natural?
- include varied sentence patterns? (Writing may include complex sentence patterns.)

Does the writing sample display a strong sense of audience? Does it

- have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric

Grades 3–5

SCORE POINT 5

A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

IDEAS AND CONTENT

Does the writing stay focused? Does it

- stay on the topic?
- very seldom ramble and/or repeat information?

Does the writing sample include many relevant ideas? Does it

- provide some in-depth information?
- provide supporting details?
- explore many facets of the topic?

ORGANIZATION

Does the writing have clear order? Does it

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?

STYLE

Does the writing sample exhibit more than adequate word usage? Does it

- include dynamic words and use vivid or challenging words?

Is the writing fluent and easy to read? Does it

- sound natural?
- include varied sentence patterns? (Writing may include complex sentences.)

Does the writing sample display a sense of audience?

- Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric

Grades 3–5

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

IDEAS AND CONTENT

Does the writing stay mostly focused?

- Does it mostly stay on the topic? (Writing may include minor tangents.)
- Writing may include some rambling and/or repetition.

Does the writing sample include some relevant ideas and information?

- Does it present related information?
- Writing may not fully develop details; it may list ideas with some detail.

ORGANIZATION

Does the writing have order? Does it

- follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)?
- have a logical progression of main ideas and support? (Writing may have lapses.)

STYLE

Does the writing sample exhibit adequate word usage? Does it

- include mostly ordinary/common words (although some vivid or challenging words may be used)?

Is the writing readable? Does it

- flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)?
- generally lack varied sentence patterns (although it may include some complex sentences)?

Does the writing sample display some sense of audience?

- Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric

Grades 3–5

SCORE POINT 3

A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

IDEAS AND CONTENT

Does the writing stay somewhat focused?

- Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.)
- Writing may ramble and/or repeat information.

Does the writing sample include some relevant ideas? Does it

- provide minimal information and not begin to exhaust the possibilities?
- provide minimal details, but does not develop details?

ORGANIZATION

Does the writing have some order? Does it

- show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)?
- require the reader to fill in gaps in the sequence?

STYLE

Does the writing sample exhibit minimal word usage? Does it

- contain ordinary/common words?
- exhibit minimal evidence of word choice?

Is the writing mostly readable?

- Writing may be difficult to follow in some sections.
- Writing may be hard to understand; the connection of ideas and information may be unclear.
- Does the writing lack sentence variety?

Does the writing display little sense of audience?

- Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric

Grades 3–5

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

IDEAS AND CONTENT

Does the writing exhibit less than minimal focus?

- Writer may get distracted or drift away from topic.
- Topic may not be developed.

Does the writing sample include few relevant ideas?

- Writing may include unfinished/fragmented ideas.
- Writing may include only one or two bits of information.

ORGANIZATION

Does writing have little order? Does it

- show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)?
- have some ideas that may not be related to each other?

STYLE

Does the writing sample exhibit less than minimal word usage? Does it

- contain ordinary/common words?
- show no evidence of attention to word choice?

Is the writing hard to read?

- Reader may have to fill in gaps or guess what the writer was trying to say.
- Does the writing lack sentence variety?

Does the writing sample display little sense of audience?

- Text may be flat, lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric

Grades 3–5

SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

IDEAS AND CONTENT

Does the writing have little or no focus on topic?

- Content may convey little meaning.

Does the writing sample include almost no relevant ideas and information?

- Writing may contain unfinished ideas.
- Writing is likely to be brief.

ORGANIZATION

Does writing have little or no order?

- Does it lack the sequence of a beginning, a middle, and an end?
- Writing may have ideas that are not related to each other.

STYLE

Does the writing sample exhibit less than minimal word usage? Does it

- contain a very limited and simple vocabulary?

Is the writing hard to read?

- Is sentence construction frequently incorrect?

Does the writing sample display little or no sense of audience?

- Writing may be flat and lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications (continued)

The student's ability to apply appropriate forms and language to different kinds of writing, including letters, is also assessed by multiple-choice items.

- 18** Amy is writing a letter to her grandmother, Mary Johnson. Read the letter. Then answer the question.

Dear Grandma,

How was your vacation? Mine was great. We swam in the ocean, walked on the boardwalk, and went on the Ferris wheel. What did you do on your trip? Write back soon!

What should Amy write in the blank?

- ☐ Signed,
Amy
- ✓ ☒ Love,
Amy
- ☐ Very truly yours,
Amy Williams
- ☐ Your friend,
Miss Williams

Written English Language Conventions

Multiple-choice items assess a student's ability to select and use the correct forms of nouns, pronouns, verbs, and modifiers in given sentences. Additional items also assess a student's ability to apply the basic rules of punctuation and capitalization to written Standard English. Application of the Language Conventions Rubric to a student's extended writing also contributes to the assessment of the student's ability to use clear and correct written expression.

19 Read this sentence.

My friend Cristina _____ the piano.

Which of these BEST completes the sentence?

- ☐ playing
- ☐ play
- ✓ ☒ plays
- ☐ were playing

20 Read this sentence.

I gave the present to _____ .

Which word BEST completes the sentence?

- ✓ ☒ her
- ☐ she
- ☐ they
- ☐ he

21 Which date is written correctly?

- ☐ April, 5, 2002
- ✓ ☐ April 5, 2002
- ☐ April 5 2002
- ☐ April, 5 2002

22 Which group of words uses commas correctly?

- ✓ ☐ milk, eggs, and cheese
- ☐ coffee tea and juice
- ☐ pizza hamburgers and, hot dogs
- ☐ chocolate vanilla, and strawberry

23 Which sentence has correct capitalization?

- ☐ My favorite teacher is mr. Garcia.
- ☐ can you play at my house on Wednesday?
- ☐ Max lost his Pencil.
- ✓ ☐ The class play is in January.



Mathematics

GRADE 2 INDIANA ACADEMIC STANDARDS

- ☐ **Number Sense**
Students understand the relationships among numbers, quantities, and place value in whole numbers up to 100. They understand that fractions may refer to parts of a set and parts of a whole.
- ☐ **Computation**
Students solve simple problems involving addition and subtraction of numbers up to 100.
- ☐ **Algebra and Functions**
Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.
- ☐ **Geometry**
Students identify and describe the attributes of common shapes in the plane and of common objects in space.
- ☐ **Measurement**
Students understand how to measure length, temperature, capacity, weight, and time in standard units.
- ☐ **Problem Solving**
Students make decisions about how to set up a problem. They solve problems and justify their reasoning.

Sample Test Items

Number Sense

This standard assesses a student's ability to understand number relationships; recognize fractional parts; count, compare, and order numbers; identify various combinations of tens and ones; identify odd and even numbers; and collect, record, compare, and interpret numerical data in systematic ways.

1 What number comes just BEFORE 90 when you count by tens?

- ☐ 75
- ☒ 80
- ☐ 90
- ☐ 100

2 Look at the number in the box below.

78

What is another way of writing this number?

- ☐ 3 tens 38 ones
- ☐ 4 tens 17 ones
- ☐ 5 tens 27 ones
- ☒ 6 tens 18 ones

3 Which set of number cards below shows only odd numbers?

✓ ☒



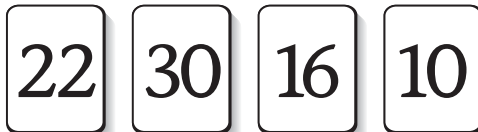
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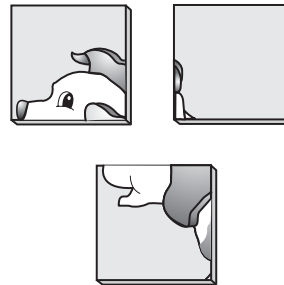
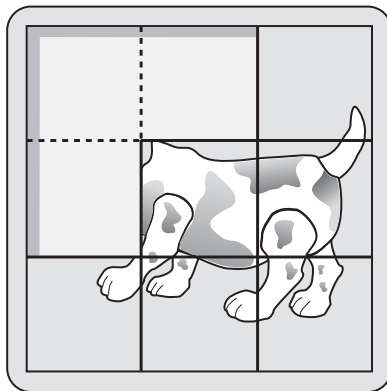
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☐



4 Jack is trying to finish the puzzle below.



What fraction of the pieces did Jack NOT put in the puzzle?

☐ $\frac{3}{6}$

✓ ☒ $\frac{3}{9}$

☐ $\frac{6}{12}$

☐ $\frac{6}{9}$

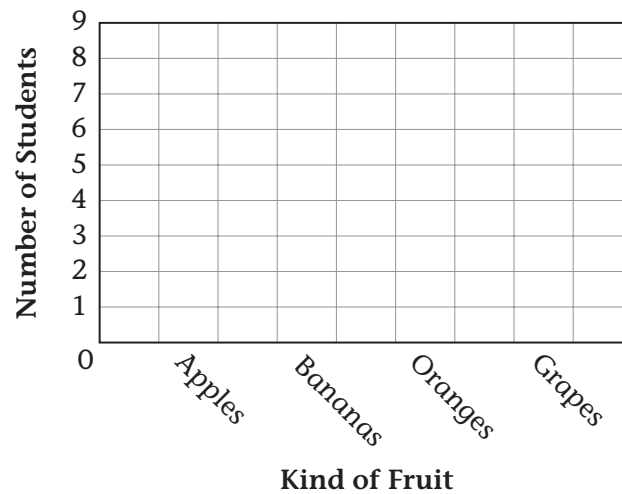
- 5** Rachel asked the students in her class about their favorite fruit. She made this table to show what she found.

FAVORITE FRUIT

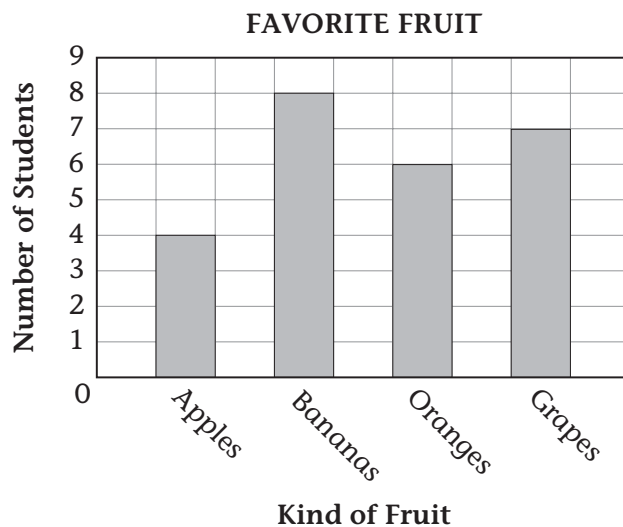
Kind of Fruit	Number of Students
Apples	4
Bananas	8
Oranges	6
Grapes	7

Use the table to complete the BAR GRAPH below.

FAVORITE FRUIT



Exemplary Response:



Rubric:

- 2 points** Exemplary response
- 1 point** Two or three of the four bars are correct
- 0 points** Other

- 6** Ms. Jones asked four students to estimate how many minutes a movie lasted. The chart below shows each student's estimate.

MOVIE LENGTH

Student	Length of Movie (in minutes)
Mark	78
Linda	87
James	81
Ally	69

Which student made the LOWEST estimate?

- ☐ Mark
☐ Linda
☐ James
☒ Ally

Computation

This standard assesses a student's ability to solve simple problems involving addition and subtraction of whole numbers up to 100, to use estimation to decide whether answers are reasonable, and to understand and use the inverse relationship between addition and subtraction.

- 7** Emilio has 2 packs of cards. One pack has 16 cards, and the other pack has 28 cards. How many cards does Emilio have IN ALL?

- ☐ 12 cards
- ☐ 32 cards
- ☐ 34 cards
- ☒ 44 cards

- 8** Jane solved this addition problem for her homework.

$$27 + 15 = 42$$

Jane is going to check her work using the opposite operation. Which of the following problems can be used to check Jane's work?

- ☐ $42 + 15 = 57$
- ☐ $21 + 21 = 42$
- ☒ $42 - 15 = 27$
- ☐ $27 - 15 = 12$

Algebra and Functions

This standard assesses a student's ability to relate problem situations to number sentences; to recognize, create, describe, and extend linear number patterns using addition and subtraction; and to use properties of addition to simplify calculations and check results.

9 Nathan hung 4 pictures. He used 2 nails to hang each picture.
How many nails did Nathan use IN ALL?

- ☐ 2 nails
- ☐ 4 nails
- ☐ 6 nails
- ☒ 8 nails

- 10** Midora used stars to decorate 4 kites. She used the pattern shown in the table below.

STARS ON KITES

Kite	Number of Stars
1	4
2	8
3	12

Continue the pattern to find out how many stars Midora placed on the fourth kite. Write your answer on the line below.

Show All Work

Answer _____ stars

Exemplary Response:

- 16 stars

AND

- $12 + 4 = 16$

OR

- Other valid process

Rubric:

2 points Exemplary response

1 point Correct answer only

OR

Correct complete process; error in computation

0 points Other

Geometry

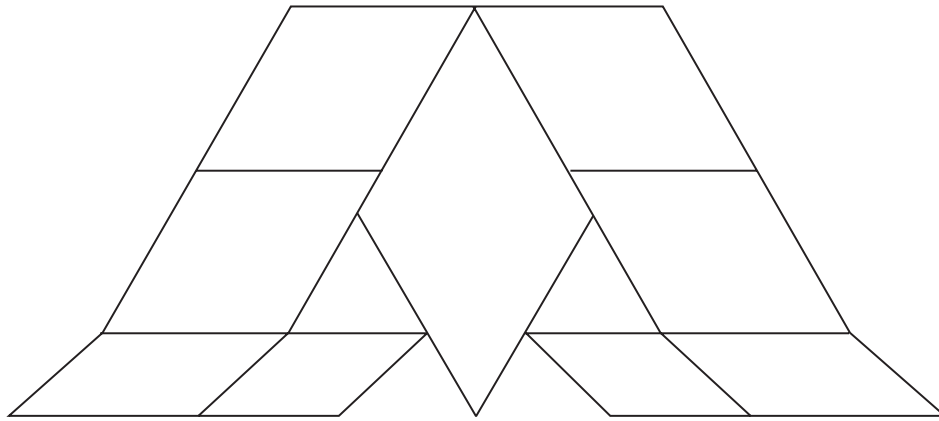
This standard assesses a student's ability to identify and describe the attributes of common shapes, to investigate and predict the result of putting together and taking apart two- and three-dimensional shapes, and to identify congruent two-dimensional shapes in any position.

11



Use your punchout shapes to solve this problem.

Look at the tile design below.



How many shapes in the tile design are congruent to punchout shape B?

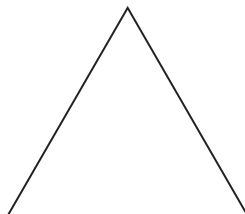
- ☐ 2
- ☒ 4
- ☐ 9
- ☐ 11

12



Use your punchout shapes to solve this problem.

Look at the two shapes below.



Which two punchout shapes can be put together to make BOTH of the shapes above?

Answer _____, _____

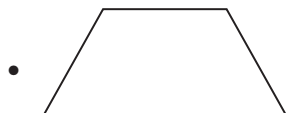
Exemplary Response:



OR

- G

AND



OR

- R

Rubric:

2 points Exemplary response

1 point One correct component

0 points Other

Measurement

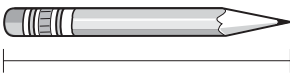

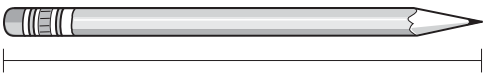

This standard assesses a student's ability to measure and estimate length, area, capacity, temperature, weight, and time in standard units; to understand and describe the relationships among different units of measure; to decide which unit of measure is most appropriate in a given situation; and to find the value of collections of coins.

13



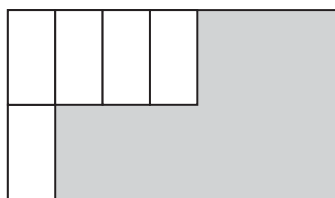
Use your punchout ruler to solve this problem.

Which of these pencils is EXACTLY 2 inches long?

- ☐ 
- ☒ 
- ☐ 
- ☐ 

14

Nate is covering a floor with tiles



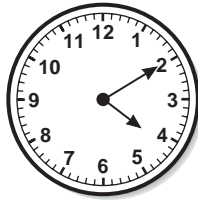
How many MORE tiles will Nate need to finish covering the floor?

- ☐ 5 tiles
- ☐ 7 tiles
- ☒ 9 tiles
- ☐ 11 tiles

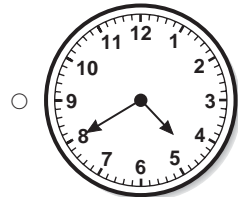
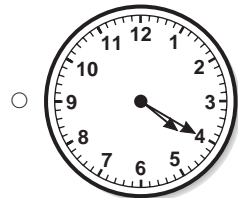
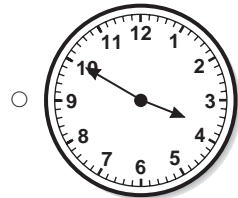
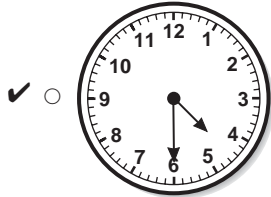
15 Which of these is the same as 85 seconds?

- ☐ 1 minute and 5 seconds
- ☐ 1 minute and 15 seconds
- ☒ 1 minute and 25 seconds
- ☐ 1 minute and 35 seconds

16 Yesterday, Chantel spent 20 minutes doing her math homework. The clock below shows when she STARTED doing her homework.



Which of these clocks shows when Chantel STOPPED doing her homework?



Problem Solving

This standard assesses a student's ability to make decisions about how to set up a problem, to explain the reasoning and justify the procedures selected in solving a problem, and to make precise calculations and check the validity of their results in the context of the problem.

- 17** Kelly is using a printer. The table below shows how many pages Kelly's printer can print over time.

PRINTING PAGES

Time (in seconds)	Number of Pages Printed
10	4
20	8
30	12
40	16

If the pattern continues, how many pages can be printed in 60 seconds?

Answer _____ pages

Now find how many pages can be printed in 4 MINUTES. Write your answer on the line below.

Show All Work

Answer _____ pages

Exemplary Response:

- 24 pages
- AND
- Correct process for finding 4 minutes worth of printed pages
- AND
- 96 pages

Rubric:

- 3 points** Exemplary response
- 2 points** Two correct components
- 1 point** One correct component
- 0 points** Other

18 Mr. Lewis gave his class these clues about a number.

The number is GREATER than 25 and LESS than 32.

The number is an odd number.

Circle the number below that DOES NOT match both of the clues.

29 24 27 31

On the lines below, explain why the number you chose DOES NOT match the clues.

Exemplary Response:

- 24

AND

- 24 is less than 25 and is not an odd number

OR

- Other valid response

Rubric:

2 points Exemplary response

1 point One correct component

0 points Other

19



Use your punchout coins to solve this problem.

Denise is buying candy for 3 of her friends. She wants to give each friend 4 pieces of candy. If each piece of candy costs 5¢, how much money will Denise spend on candy for her friends?

Show All Work

Answer _____ ¢

Exemplary Response:

- $5 + 5 + 5 + 5 = 20$

$$20 + 20 + 20 = 60$$

OR

- $4 + 4 + 4 = 12$

$$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 60$$

AND

- 60¢

Rubric:

3 points Exemplary response

2 points Correct answer only

OR

Correct complete process; error in computation

1 point Correctly finds 12 pieces of candy

OR

20¢ per friend for candy

0 points Other

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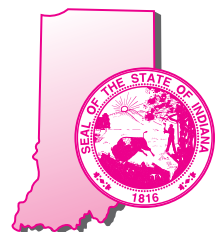
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ISTEP+ Grade 3 Item Sampler

Indiana Statewide Testing for Educational Progress



Indiana Department of Education